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ABSTRACT

This 27-item bibliography represent the diversity of articles added to the ERIC database from 1983 to 1988 on the uses of ethnography and personal narrative in education. Included are conflicting opinions concerning the appropriateness of using this form of qualitative research to describe accurately problems within the classroom and to prescribe curriculum changes to meet those problems. Most of the articles in the bibliography describe ethnographic research and its effect on curriculum design and support its application in the classroom. Many of the articles contain sample assignments and suggestions for selecting reading materials. (RAE)

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Ruth Eppele

Ethnography and Personal Narrative: Uses in Education

With increasing numbers of non-native speakers of English in American classrooms, more attention is being given to alternative methods for successfully reaching these students. The use of personal narrative and its incorporation in the reading and writing classroom, as well as the use of ethnographic research as a part of the social studies and writing curriculum, have proven to be effective means of reaching children from multilingual and/or multicultural backgrounds. However, not all educators believe that there is enough evidence to depart from more traditional teaching methods.

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on the uses of ethnography in education. Included are conflicting opinions concerning the appropriateness of using this form of qualitative research to describe accurately problems within the classroom and prescribe curriculum changes to meet those problems. Most of the articles in the database describe ethnographic research and its effect on curriculum design and support its application in the classroom. Many of the authors include sample assignments and suggestions for selecting reading materials.

The abstracts for most of these entries have been edited to allow for the inclusion of more citations. The ED numbers have been included so that the user who wants an introduction to ethnographic research and personal narrative or their uses can go directly to microfiche collections, order from the ERIC Document Reproduction Service (EDRS), or go to *Resources in Education* for information on obtaining those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education* and can be acquired most economically from library collections or interlibrary loan. Alternatively, reprint services are available from University Microfilms International (UMI) and Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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An Overview

Lundsteen, Sara W. "Ethnographic Perspective: From Beginning to Final Product." Paper presented at the Midwinter Institute of the National Association for Gifted Children, 1986. 46p. [ED 277 970]

Ethnographic research observes human behavior in its natural setting over a substantial period of time; claims that classes of events are better understood through intensive examination of

carefully selected particular cases; and incorporates as many of the complexities and variables into a setting as possible. Ethnographic research is usually comprised of six main steps: 1) selecting an appropriate project; 2) obtaining access to the appropriate location and establishing rapport with the proper individuals; 3) developing research questions while observing subjects; 4) collecting data through reactive and nonreactive methods; 5) analyzing data inductively, both during and after investigation; 6) writing the research report descriptively, letting generic patterns emerge from the sum of particular pieces of data.

Zeuli, John S.; Floden, Robert E. "Cultural Incongruities and Inequities of Schooling: Implications for Practice from Ethnographic Research? Occasional Paper No. 117." Michigan State Univ., East Lansing, Inst. for Research on Teaching. 1987. 24p. [ED 285 963]

Warns that attempts to connect curricula to everyday life can impede students' understanding of disciplinary concepts, restrict their range of vision, and may cost a substantial sum to make curricula continuous with students' everyday lives. Argues that ethnographic studies have value in helping future teachers to reflect on how their actions are culturally influenced and how individual differences do not imply deficiencies.

Research

Brown, Mary Jo McGee. "The Plague of Analyzing Qualitative Data." Paper presented at the Annual Meeting of the National Council for Social Studies, 1984. 23p. [ED 256 663]

Describes an expansionist/reductionist model, in which the naturalistic inquirer uses qualitative methods for evaluating social studies and proposes suggestions for improvement. Gives examples of ethnographic research in education and some recent controversies in such research.

Eisenhart, Margaret A. "The Ethnographic Research Tradition and Mathematics Education Research," *Journal for Research in Mathematics Education*, v19 n2 p99-114 Mar 1988.

Describes the research tradition of ethnography and discusses advantages of improved communication for mathematics education.

Hess, Fred. "A Comprehensive Analysis of the Dropout Phenomenon in an Urban School System. Draft." Paper presented at the Annual Meeting of the American Educational Research Association, 1987. 49p. [ED 287 202]

Uses an ethnographic approach to show that high schools emphasizing strong principal leadership, discipline and safety measures, student and teacher attendance, interactive teaching, good facilities maintenance, and cooperation between faculty and administration were successful at retaining students.

Krueger, Patti J. "Ethnographic Research Methodology in Music Education," *Journal of Research in Music Education*, v35 n2 p69-77 Sum 1987.

Examines data collection, methods and issues concerning the theoretical framework, reliability, validity, and generalizability of ethnographic research, with a focus on music education research.

Lundsteen, Sara W. "Qualitative Assessment of Gifted Education." Paper presented at the Conference of the National Association for Gifted Children, 1984. 20p. [ED 254 050]

Argues that ethnographic research holds promise for studying gifted education as it focuses on the students' and teachers' points of view and considers their social and cultural interaction.

Overly, Norman V. "Contributions of Ethnographic Research to Curriculum: New Harmony, IN. Exploring Settings as Source for Global/Community Curriculum." Paper presented at the Annual Meeting of the American Educational Research Association, 1983. 26p. [ED 231 713]

Describes an ethnographic project to develop a model for an ethnic studies program based on community education, community involvement, and a study of community history. Argues that the incorporation of ethnography into the curriculum is an approach wherein students learn the skill of learning from others.

Schensul, Jean J. "Applying Ethnography in Educational Change," *Anthropology and Education Quarterly*, v16 n2 p149-64 Sum 1985.

Explores reasons that anthropology has been applied only infrequently to the solution of education-related problems. Presents three case examples in which ethnographic research in the Hispanic community of Hartford, Connecticut, has been utilized to bring about changes in education-related services to Hispanics.

Smith, Laura J. "Ethnographic Theory and Methodology in Reading Research." Paper presented at the Annual Meeting of the International Reading Association, Chicago, IL, 1982. 35p. [ED 222 862]

Asserts that naturalistic inquiry (based on the ethnographic research paradigm) has the potential to supplement, or possibly to replace, quantitative experimental research in education. Argues that now is the time to broaden the horizons of reading research to include variations in reading behavior, to examine culture-free tests, and to review carefully techniques and strategies needed in the teaching of cross-cultural groups.

Trueba, Henry T., ed.; and others. "Culture and the Bilingual Classroom: Studies in Classroom Ethnography." Univ. of Illinois, Urbana, Midwest Organization for Materials Development. 1981. 256p. [ED 226 877]

Includes 13 papers which are grouped into 2 sections: "General Theoretical and Methodological Issues," and "Microethnographic Studies of Minority Culture Children in the Classroom."

Walters, Keith. "Ethnographic Studies of Literacy and the Classroom Teacher." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1984. 20p. [ED 257 116]

Argues that it is in the discontinuity between home and school uses of literacy that most ethnographers who study literacy locate the failure of children from lower socioeconomic communities.

Instructional Materials Selection

Mason, Mary G., ed. *Anthropology: Guide to Reference Sources.* McGill Univ., Montreal (Quebec), McLennan Library, 1985. 16p. [ED 266 973]

Lists more than 80 anthropology source materials concentrating on cultural and social anthropology, and ethnographic theory and methods.

Merc, Edmond. "Le recit de vie, ou la culture vivante (The Life Story, or Living Culture)," *Francais dans le Monde,* n181 p72-83 Nov-Dec 1983.

Recommends autobiography or personal narrative as a medium of instruction in foreign languages because it uses colloquial language and is therefore simpler than literary language; has a rich and substantial cultural content; and captures the relationship between language and civilization.

Writing Instruction

Lamb, Hilary. "A Glimpse into the Thinking of Young New Zealanders." Paper presented at the Symposium on IEA Study of Written Composition at the Annual Meeting of the American Educational Research Association, 1987. 17p. [ED 286 195]

Discusses the personal narrative as a means for students to organize and interpret their experiences, to write about themselves and their relationships, and to record their present and anticipate their future.

Lott, Bret. "Remedial Writers and Fictive Techniques," *College Composition and Communication,* v39 n2 p227-30 May 1988.

Asserts that fiction writing techniques such as plot, characterization, and dialogue can be used to help remedial writers express their personal narrative.

Murphy, Richard. *Teaching Expository Writing. Curriculum Publication No. 16,* Univ. of California, Berkeley, School of Education. Publications Department, Bay Area Writing Project, University of California, 1981. 27p. [ED 250 719]

Offers suggestions for teaching students to write expository essays that are serious and truthful. Suggests ways to teach students to organize their ideas. Discusses both the value of teaching students to integrate personal experience with exposition and the appropriate use of personal narrative.

Perl, Sondra; and others. "How Teachers Teach the Writing Process," *Elementary School Journal,* v84 n1 p19-44 Sep 1983.

Describes ethnographic classroom research. Documents a process approach to the teaching of writing.

Reaching the Special Needs Student

Gibson, Margaret A. "Collaborative Educational Ethnography: Problems and Profits," *Anthropology and Education Quarterly,* v16 n2 p124-48 Sum 1985.

Describes the Punjabi Education Project, which was a collaborative research effort involving a Sikh community in California, a school district, a community organization, and an educational anthropologist.

Grant, Linda. "Black Females' 'Place' in Desegregated Classrooms." Paper presented at the Annual Meeting of the American Sociological Association, 1982. 26p. [ED 224 844]

Examines teachers' attitudes toward black female students, black females' orientations toward teachers, and black females' peer expectations in a study using ethnographic observations and teacher interviews in desegregated first grade classrooms.

Guthrie, Grace Pung. "A School Divided: An Ethnography of Bilingual Education in a Chinese Community." Lawrence Erlbaum Associates, Inc., Publishers, Hillsdale, NJ 07642. 1985. 241p.

[ED 278 733]

Uses a multilevel ethnographic approach to report on a ten-year-old maintenance Chinese bilingual education program in a public school located in the heart of a Chinatown community in California. Provides an illustrative model of how a multilevel ethnography may be designed, carried out, and reported.

Jordan, Cathie. "Translating Culture: From Ethnographic Information to Educational Program," *Anthropology and Education Quarterly,* v16 n2 p104-23 Sum 1985.

Describes how anthropological knowledge has been applied in the Kamehameha Elementary Education Program (KEEP), a multidisciplinary educational research and development effort to create a successful language arts program for underachieving native Hawaiian children. Discusses the process of translating anthropological knowledge into effective educational practice.

Kessler, Carolyn; and others. "Empowering Migrant Children: Talking, Writing, Learning." Paper presented at the World Congress of Applied Linguistics, Australia, 1987. 34p. [ED 295 777]

Examines which pedagogical techniques reduced students' risk of failure in an ethnographic study of 22 bilingual Mexican American fifth grade students in rural Texas.

Maxwell, Madeline M. "Ethnography & Education of Deaf Children," *Sign Language Studies,* n47 p97-108 Sum 1985.

Introduces articles which try to analyze what happens in the education of the deaf, what is experienced by the different parties involved, and the impact of these experiences on deaf children.

Rodriguez, Ana Maria. "Applications of Current Research Findings to Bilingual Education Practice." Paper presented at the Annual Meeting of the American Educational Research Association, 1984. 12p.

[ED 248 720]

Argues that ethnographic research has brought deliberate attention to the articulation of home and school culture, emphasizing both curriculum design suited to student development and abilities, and the mix of language of instruction with subject matter.

Schoepfle, Mark; and others. "Ethnographic and Sociolinguistic Study of an Exemplary Bilingual Education Program on the Navajo Reservation: The Ethnography of a Navajo Educational Philosophy at Rock Point Community School. Final Report." Dine Bi'Olta Research Inst., Farmington, NM, 1982. 165p. [ED 231 563]

Outlines a combined ethnographic and sociolinguistic study of an exemplary bilingual education program in the Navajo community of Rock Point.

Toohey, Kelleen. "Minority Educational Failure: Is Dialect a Factor?" *Curriculum Inquiry,* v16 n2 p127-45 Sum 1986.

Argues that teachers of nonstandard dialect-speaking students need to become ethnographers of local communication in order for minority education and bidialectal programs to work.

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